

1899-1900

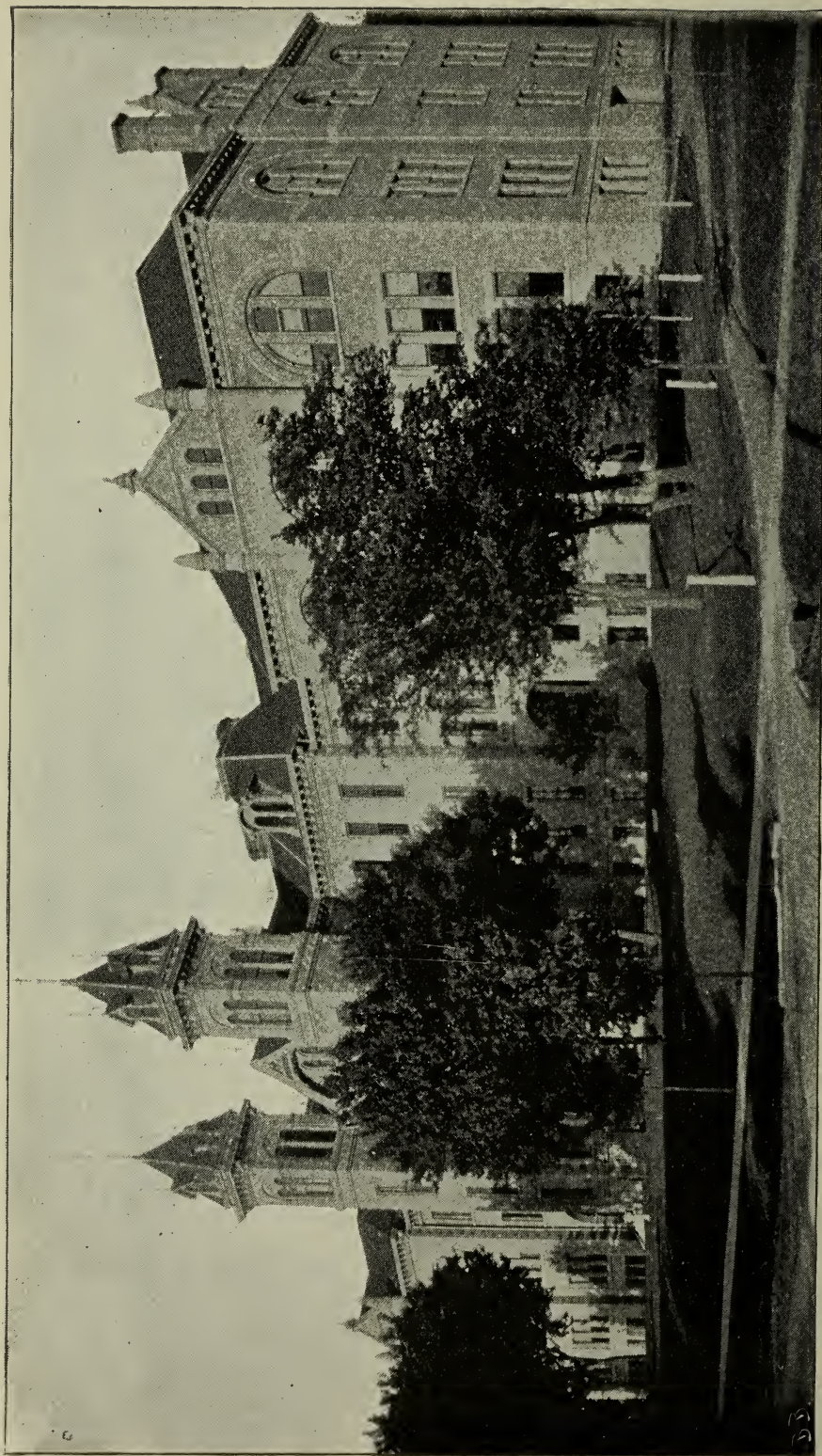
State Normal School

Mankato, Minnesota

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WITH ANNOUNCEMENTS FOR THE YEAR

1900-1901



STATE NORMAL SCHOOL.

THIRTY-FIRST
ANNUAL CATALOGUE
OF THE
STATE
NORMAL SCHOOL
MANKATO, MINNESOTA
FOR THE
SCHOOL YEAR 1899-1900
AND
CIRCULAR FOR 1900-1901

MANKATO
FREE PRESS PRINTING CO.
1900

CALENDAR FOR 1900-1901.

FALL TERM, 13 WEEKS.

Entrance examinations,	Tuesday, Sept. 4, 1900
Enrollment of students,	Tuesday morning, Sept. 4, 1900
Class-work begins,	Wednesday morning, Sept. 5, 1900
Fall term ends,	Wednesday evening, Nov. 28, 1900

WINTER TERM, 12 WEEKS.

Entrance examinations and enrollment of students,	Tuesday morning, December 4, 1900
Class-work begins	Wednesday morning, December 5, 1900
Holiday vacation begins	Friday evening, December 21, 1900
Class-work resumed	Wednesday morning, January 2, 1901
Winter term ends	Friday evening, March 1, 1901

SPRING TERM, 13 WEEKS,

Entrance examinations and enrollment of students,	Tuesday morning, March 12, 1901
Class-work begins	Wednesday morning, March 13, 1901
Spring term ends	Friday evening, June 7, 1901

The Training Department will open on the enrolling days of the Normal Department.

STATE NORMAL BOARD.

HON. J. H. LEWIS, Superintendent of Public Instruction.

HON. A. T. ANKENY, President,	. . .	Minneapolis
HON. J. H. LEWIS, <i>Ex-Officio</i> Secretary,	. . .	St. Paul
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HON. GEO. H. CLARK, Resident Director,	. . .	Mankato
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PROF. WM. F. PHELPS,		St. Paul
HON. W. S. HAMMOND,		St. James
HON. J. C. NORBY,		Ada

FACULTY.

- CHARLES H. COOPER, A. M., PRESIDENT,
Ethics and History.
- CHARLES F. KOEHLER, A. M.,
History, Civics and Social Science.
- EUGENE W. BOHANNON, A. M.,
Psychology and Pedagogy, and Director of
the Training Department.
- ULYSSES O. COX, A. B.,
Biology, and Secretary of the Faculty.
- FRED L. HOLTZ, B. S.,
Physical Science.
- HELEN M. PHILLIPS,
Higher Mathematics.
- DEFRANSA A. SWANN,
Geography and Methods in Geography.
- ACHSA PARKER, A. B.,
Rhetoric and Literature.
- ORITHIA JOSEPHINE HOLT, B. L.,
Music and Reading.
- JESSIE SPENCER,
Drawing.
- ALICE V. ROBBINS, B. L.,
Mathematics.
- FREDERICK LYLE SEARING, A. B.,
Latin.
- SOPHIE M. PENDERGAST, B. L.,
Grammar and History.
- LINUS W. KLINE, PH. D.,
Psychology and Pedagogy.
- CARL J. ULRICH, A. B.,
Assistant in Biology.

CAROLYN M. ROBBINS,
Principal Grammar Dept., Practice School.

MINNIE SWEETLAND PARRY,
Principal Intermediate Department, Practice
School.

MARIETTE PIERCE JOHNSON,
Principal Primary Department, Practice School.

MARTHA V. COLLINS,
Director of Kindergarten.

GRACE B. CLARK,
Assistant Grammar Department.

KATE H. SPARROW,
Assistant Intermediate Department.

CORA A. N. CARNEY,
Assistant Primary Department.

ALICE WILLIAMS,
Assistant in Kindergarten.

ALICE N. FARR,
Librarian.

AGNES C. GLOTZBACH,
Text-book Librarian and Secretary.



STATE NORMAL SCHOOL, MANKATO.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of those principles to the practical work of the school.

The school comprises two departments, the Normal Department proper and the Training Department or Practice School.

The Normal Department includes:

- (a) An English Course of fifteen terms.
- (b) A Latin Course of fifteen terms.
- (c) An Elementary Graduate Course of three terms.
- (d) An Advanced Graduate Course of six terms.
- (e) A Kindergarten Training Course of six terms.

The Training Department includes a Kindergarten, the usual eight grades below the high school, and a ninth grade which is designed to prepare the pupils of this department for the Normal Department.

These courses (except c) lead to the advanced diploma, which by legislative enactment becomes, by endorsement, after two years' successful teaching, a life certificate of the first grade. The Elementary Graduate Course leads to the elementary diploma, which by endorsement, after two years' successful teaching, becomes a five years' certificate of the first grade. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

THE FIVE-YEAR COURSES.

The three years' Elementary Course in the normal schools of the State was abolished by the State Normal Board in April, 1899, except as to those persons then enrolled in that course; such persons will be allowed to complete that course if they can do so by June, 1901. This leaves only the five-year courses open to regular students who are not graduates of high schools or colleges. Conditions of admission to these regular courses was raised at the same time, and the courses were greatly strengthened. They now furnish a through academic preparation and excellent professional training. Outline statements of the courses follow, and a description of the work of each department of instruction will be found beginning on page 15.

THE GRADUATE COURSES.

Students who have elsewhere completed the required academic work of any regular course and afford evidence of this by diplomas or certificates from approved schools, or by special examination, will be admitted to the professional courses. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years.

The attention of graduates of high schools and other higher institutions of learning is especially called to the advantages of these courses. They afford superior conditions for the study of exclusively professional subjects—the History of Education, Psychology with special reference to its bearings on the teacher's work, Methods of Training, School Economy, with Observation and Teaching, under intelligent criticism, in the Practice School or such other department as the best interests of the student may require. This professional work is fully described later in this catalogue.

Besides the intrinsic value of the professional courses the high school, and even the college graduate, who proposes to teach in the State, will find no better means of securing de-

sirable positions than by testing and making known in the normal school his qualifications therefor. A college graduate of good ability who satisfactorily completes a professional course, can expect to secure an excellent position without trouble or delay.

While the Elementary Graduate Course (three terms) is still continued, it is earnestly advised that all enroll in the Advanced Graduate Course (six terms). The superiority of this course is beyond question and is now generally recognized, so that boards of education and superintendents in the more important towns of the state are coming more and more to insist on this larger preparation for candidates for positions in their schools. The proportion of students taking the two years' course is rapidly increasing.

POST-GRADUATE WORK.

Under the recent ruling of the State High School Board graduates of the normal schools will no longer be allowed to give instruction in State high schools, exception being made in favor of those normal school graduates who are now doing successful work in such schools. Graduates of normal schools can qualify for work in high schools by obtaining state professional certificates of the first grade. The High School Board has agreed to accept from graduates of the advanced courses, in lieu of examination, standings in subjects completed at the normal school.

By a recent action of the State Normal Board post-graduate courses in these subjects may be provided by any of the normal schools of the state which shall have at the opening of any school year twelve or more candidates who are already advanced graduates. It is hoped that this condition may be met by this school.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.** Persons holding state teachers certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants

are required to present certificates from the State High School Board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography, United States History, and Physiology. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In Reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

2. **To the Graduate Courses.** A diploma from a high school having a four-years course will admit to these courses, provided that the high school course has included certain subjects that are considered essential to the preparation of a teacher for work in elementary schools. If these subjects have not been pursued in the high school, the student will be required to pursue them in the normal school before receiving his diploma. After the year 1901-02 these subjects will be civics, United States history, one physical science (physics, one year, or chemistry, a half-year or one year) and one biological science (botany or zoology, a half-year or a year of each). Before 1902 civics, United States history and any two of the four sciences named will meet this condition.

A student who has taken but three years of a four-years high school course will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him. In case the high school from which he came has but a three years' course, such a student will be allowed to enter the graduate course, subject to the conditions set forth above, but will not be graduated from the elementary course in less than four terms, an additional term of academic work being required.

As the one-year graduate course is very full no student will be allowed to make up more than one subject during the year, and only strong students are able to do this. It is better for a student deficient in more than one subject, and

for one who works slowly, to register for the two-years course and thus secure the more thorough preparation without severe strain.

3. **For Special Work.** Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

4. **To Advanced Standing.** Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records *at the time of entrance*. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the President.

Students will not be admitted to any class for less than one term without special permission from the President, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be re-admitted.

Courses of Study for the Normal Schools of Minnesota.

ADOPTED BY THE STATE NORMAL BOARD, JUNE 9, 1899.

(Numerals designate the number of recitations given to each subject.)

ENGLISH COURSE.

LATIN COURSE.

FIRST YEAR.

Algebra,	180	Algebra,	180
English History or Literature,	60	Latin,	180
U. S. History,	60	English History or Literature,	60
English Composition and Rhetoric,	120	U. S. History,	60
Botany,	120	Botany,	60
Music,	60	Music,	60
Reading,	60	Reading,	60
Drawing,	60	Drawing,	60

SECOND YEAR.

Geometry,	180	Geometry,	180
U. S. History,	60	Latin,	180
Zoology,	120	U. S. History,	60
Literature,	120	Zoology,	60
Civics,	60	Civics,	60

THIRD YEAR.

Physics,	180	Physics,	180
General History,	120	Latin,	180
Psychology,	60	General History,	60
Teachers' Courses—Reading,	60	Psychology,	60
—Geography,	120	Teachers' Courses—Geography,	60
—Music,	60	—Music,	60

FOURTH YEAR.

Chemistry	60 or 180	Latin,	180
Ethics, (optional with Chemistry or Grammar,)	60	Psychology,	120
Psychology,	120	Child Study,	60
Child Study,	60	Teachers' Courses—Grammar,	60
Teachers' Courses—Grammar, 60 to 120		-Arithmetic,	60
-Arithmetic 60 to 120		-Drawing,	60
-Drawing,	60		

FIFTH YEAR.

Practice Teaching,	120
General Method,	60
History of Education,	60
Literature,	120
Social Science,	60
Physiography,	60
Teachers' Course—Physiology,	60

Courses of Study For High School and College Graduates.

ELEMENTARY COURSE.

One Year.

Psychology and General Method,	120
Methods in Drawing,	30
Methods in Reading,	30
Review and Methods in Geography,	60
Review and Methods in Grammar,	60
Methods in Elementary Science,	60
Lectures on School Management,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	30
Practice Teaching,	90

ADVANCED COURSE.

Two Years.

FIRST YEAR.

Psychology and General Method,	120
Methods in Drawing,	60
Review and Methods in Geography,	60
Review and Methods in Grammar,	120
Review and Methods in History,	60
Lectures on School Management,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	60
Methods in Reading,	60

SECOND YEAR.

Methods in Literary Interpretation,	60
Laboratory Methods in Elementary Science,	60
Advanced Psychology, Child Study and Primary Methods,	120
Practice Teaching,	120
Philosophy of Education and Ethics,	60
History of Education,	60
Social Science,	60

KINDERGARTEN COURSE.

Two Years.

See "Department Work in Detail."

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout all Courses.

Former Courses of Study.

For the convenience of those who may be able to complete the Courses of Study on which they have entered, the former courses above the C Class are printed below.

ADVANCED COURSES.

English

Latin.

Second Year.—B Class.

Algebra,	180	Algebra,	180
History,	120	History,	120
Rhetoric,	60	Rhetoric,	60
Botany,	60	Botany,	60
Literature,	120	Latin,	120

Third Year.—A Class.

Physics,	120	Physics,	120
Geometry,	180	Geometry,	120
Zoology,	120	Zoology,	60
Civics,	60	Civics,	60
Literature,	60	Latin,	180

Fourth Year.—Junior Class.

Psychology and Method,	240	Psychology and Method,	240
Chemistry,	120	Chemistry,	60
Physics,	60	Physics,	60
General History,	120	Latin,	180

Fifth Year.—Senior Class.

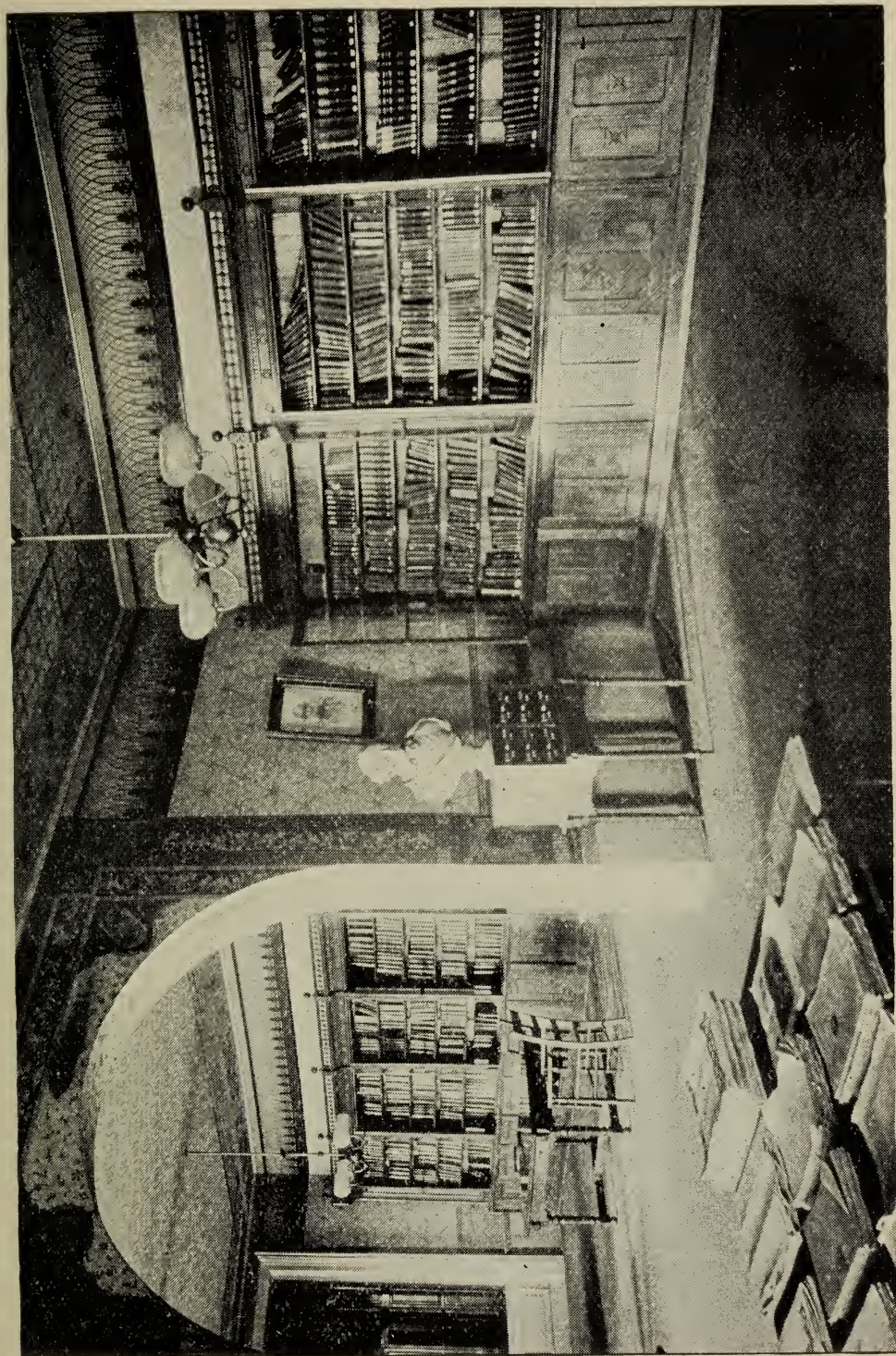
English History and Literature,	120	English History and Literature,	120
Practice Teaching,	120	Practice Teaching,	120
Social Science,	60	Social Science,	60
Philosophy of Education and Ethics,	60	Philosophy of Education and Ethics,	60
Physiography,	60	Physiography or Astronomy,	60
Astronomy,	60	Latin,	120
History of Education,	60		

ELEMENTARY COURSE.

B Class.

A Class.

Algebra,	120	Physics,	120
History,	120	Geometry,	120
Rhetoric,	60	Zoology,	60
Botany,	60	Civics,	60
Psychology and Method,	180	Literature,	60
		Practice Teaching,	120



LIBRARY.

Department Work in Detail.

PSYCHOLOGY, PEDAGOGY AND PRACTICE.

I. Elementary Professional Class.

Psychology and General Method,	120	Practice Teaching,	90
School Management,	30		

II. Advanced Professional Class.

Psychology and Method,	240	History of Education,	60
School Management,	30	Practice Teaching,	120
Philosophy of Education,	60		

III. English and Latin Courses.

Psychology,	180	History of Education,	60
General Method,	60	Philosophy of Education or Child	
Method (or Chemistry),	60	Study,	60
Practice Teaching,	120		

PSYCHOLOGY.

The existence of three courses of study differing so widely in the amount of time apportioned to the various subjects, necessitates the arrangement of practically three courses in psychology. The thoroughness and comprehensiveness with which the subject can be considered, as well as the order of presentation, will necessarily vary. One thought, however, will appear in the work, viz: that the ultimate aim is the appreciation of the significance of the psychological factor in the determination of educational processes. Consequently the genetic aspects of mind will receive much attention.

Elementary Professional Course. Of necessity little can be attempted in this course beyond some training in the power of

introspection, together with a very brief study of some of the more important mental phenomena and processes, as sensation, perception, memory, association, attention, emotion, and the different forms of movement. As far as possible the attempt will be made to give a total view of the subject. By reason of its meaning for the mental hygiene some attention will be given the relation between the nervous system and the mind.

Advanced Professional Course. The work extends through the first year of this course. It will aim to give (1) more efficient training in the power of introspection, and a more general view of the problems of adult, introspective psychology. (2) It will include also some study of the physiological conditions of mental activity, particularly the senses and the central nervous system. (3) The genetic aspect of mind will receive special attention and constitute a very important part of the work. This will involve an examination of the results achieved in the fields of comparative psychology and child study, and will occupy the greater part, if not all, of the third term. The work in child study will include, among other things, a comparison of the adult and child minds, a study of growth, the development of the senses, the emotions and instincts, the growth in movement, as well as a number of more special topics, such as childrens' fears, lies, instincts, reasoning, plays and games, toys, and adolescence. Some time will also be devoted to the *methods* of child study, and to the criticism and classification of the rapidly increasing volume of literature on the subject. (4) The work will also include some study of mental abnormalities, particularly those of mentally deficient children. The cause of such deficiencies will be studied in the light of modern pathology, the ultimate aim being, of course, the determination of the mode of treatment best suited to secure the highest development of such children.

Latin and English Courses. The work of these courses will differ from that of the Advanced Professional Class, not so much in the extent of the subject considered as in the

thoroughness with which this can be done, by reason of an additional term, and also in a somewhat different order of presentation. The first term will probably be devoted to the study of the physiology of the senses, and to the structure and functions of the central nervous system; the second to a study of some of the problems of comparative psychology, as outlined in Morgan's *Introduction to Comparative Psychology*; the third to adult introspective psychology; and the fourth to child study and genetic psychology. Titchener's *Primer of Psychology* will be the text in the study of introspective psychology in all the courses.

General Method. As far as is possible the method work will be made integral with that in psychology. The endeavor will be made to consider the whole problem of methodology in its proper relation, not as a separate subject existing in, and for, itself, but as a set of inferences and conclusions derived from a study of the relations existing between the mind and culture material. It will be, in short, a study of educational psychology, a consideration of the more practical phases of psychology. It will involve, therefore, an estimate of the relative importance of the logical and psychological factors—subject matter and mind; also the relative importance, as determining factors, of the growing and the adult mind, and a somewhat detailed study of the development and education of the senses, preception, memory, association, imagination, attention, interest, the emotions and instincts, movements, and the will. All the matters of device, the so-called 'special method,' will be left to work themselves out in the observation and practice.

School Management. The school will be studied in its relation to the other social institutions—the family, the state, the church, and society as a whole. The fact that the school exists for the child will be the dominant thought in the consideration of the particular problems that arise in the administration of a school. The greater portion of the time will be devoted to the subject of School Hygiene in its relation to the different phases of school management. Some of the

topics that will be taken up are the relation between mind and body, fatigue, motor training, alternation of mental and physical work, recreation, plays and games, arrangement of programs, school diseases, the care of the eye, ear, nose, throat, etc., school architecture, heating and ventilation, lighting and furniture.

History and Philosophy of Education. The plan is to carry these two lines of work at the same time, as different phases of the same problem. Any other form of consideration would imply a separation which has never existed, and which does not now exist. In so far as there have been philosophies of education they have been based upon, or derived from, some general philosophical system. Any effort to rightly appreciate these attempts at a general educational system must depend upon some understanding of the several philosophical systems upon which they have been based. The plan includes, consequently, something more than the study of the accounts, merely, of the different educational movements of the past. It will require some study of the philosophies behind these movements, and a general view of the history of the development of culture. The more purely historical part of the work will be based, largely, upon the outlines suggested in Compayre's *History of Pedagogy*, while the different educational systems and movements upon some foregoing philosophy will be studied after the outlines suggested in Monroe's *Educational Ideal*. In addition to the work usually given in such a course it is hoped that time may be found for some study of a few of the great educational classics, as *The Great Didactic*, *Leonard and Gertrude*, and *the Emile*.

Observation and Practice. The work here indicated is expected to be, as it ought, the culmination of all the work in the school. Hence the importance of the character of the relation existing between this phase of the course and the work which precedes, particularly that in psychology and pedagogy. Although it is a prominent aim in the study of psychology to discover its implications for pedagogy, great care will be exercised to avoid the danger of sending students

to the work of observation and practice with hard and fast notions of a proper method of procedure. The Training Department is not in any sense to be an agency for demonstration of the method work. It is to be, in the first place, as nearly as possible, an ideal or model school, secondly, a place where students are given an opportunity to demonstrate their ability to teach. The two-fold character of the work done in this department—observation and practice, is meant to accomplish this very end. Thus the devices and the details of management can be gathered from the work of, and with, the critic teachers. This is the purpose of the model lessons given by the critics and observed by the pupil teachers during the term preceding the one in which they practice. At the same time it is hoped that the work done along the several lines of psychology and pedagogy will keep alive the spirit of initiative, and lend a healthy stimulus to the development of the highest standards of work. Some such relation as this, between the theory and practice of teaching, is indispensable if the dry and hopelessly formal methods of many of the trained teachers is to be avoided.

The observation extends through one term and demands at least one hour a day. The greater part of this time is spent in observing and discussing the model lessons given by the critic teachers. Work is observed in all of the four departments of the Practice School, and during this period of observation the student is expected to become pretty well acquainted with the children, individually and collectively, whom he will have under his charge the following term.

The practice work is done within one term, and requires, on an average, two hours a day of actual teaching. Students are expected to carry but one subject in the Normal Department during the term in which they practice. The endeavor is made to give the entire responsibility of the several rooms into the hands of the various pupil teachers just as rapidly as they show themselves able to meet it. Three months' experience of this kind, gives the critic, in nearly every instance, ample opportunity to judge of the teaching ability

of the student. In some instances an additional term may be necessary, and in every case it is best to postpone the practice work, if possible, until other work is done. The pupil teachers meet their critic teachers from two to three afternoons each week during the term of practice, for criticism and general discussion, and also meet the supervisors of drawing and music one afternoon, each, a week.

The number of pupils annually enrolled in the Training Department is sufficiently large to insure unusual opportunities for practice under the best conditions.

For additional items of interest in regard to practice, see the section devoted to the Kindergarten.

SOCIAL SCIENCE.

One term's work is devoted to the study of Social Science in each of the advanced courses. The text followed is Small and Vincent's Introduction to the Study of Society. This is supplemented by important chapters from Spencer, Comte, Giddings, Ward and others, by reports of Labor Bureaus, Boards of Charities and Correction, and by magazine articles bearing upon sociological topics. It is the object of the course to introduce the student by induction and rational processes to the forces operating in the building up and development of society or in its destruction. Sociologists believe that society in its progress or deterioration is like all other changing organisms, subject to influences and forces that act according to fixed principles and are reducible to law and system. The task of collecting facts in this wide field, grouping them, discerning relations and making inferences is the application of the scientific method to this study, and the tracing of its life forces moving the social body is full of interest and presents an ever increasing charm to the live student. It is found highly beneficial to teachers to study somewhat thoroughly the origin, growth and development, modification and existing condition of the complex functions of civilized society of to-day. More emphasis is placed on the increase of social health and vigor, and less on social disease.

HISTORY.

General History. Two terms' work in General History are given to students in the English Course and one term in the Latin Course. Ancient and mediaeval history are studied with a view to discovering the causal forces and the permanent advancement of civilization. More time is given to modern history, however. Liberal use is made of the library, theses are assigned and special reading required, and important periods are somewhat thoroughly read. Students are required to become familiar with the best authors by a careful reading of a portion of them. An attempt is made to acquaint all the students with the standard books on important epochs. The aim of the course is to furnish guiding principles and wholesome inspiration.

English History. Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial and religious life, to catch the spirit of British enterprise and love of freedom; to cultivate a taste for English literature and in general to comprehend the growth of the English nation and to have a due appreciation of the development and stability of her beneficent institutions. The second purpose is to prepare the student for the intelligent comprehension of early American history. The history of the American colonies till 1776 is a part of British history. A right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs. Without this it is next to impossible to make early American life and history interesting. In this study as in all other studies main texts are followed but these are supplemented by lectures, references to standard authors, cyclopedias, atlases, etc.

American History. As an introduction to the study of American history the political and social conditions of Europe from 1453 to 1783 are first studied. Maps are consulted embodying the notions of the ancients about the size

and shape of the earth, and the outline of its continents, mountains and rivers. English colonial policy, the government of her American colonies and their revolt against that government are studied from English sources.

The struggle of the various nations for the mastery of the American continent, the early colonists, their motives for colonization, their customs, national and social, and their susceptibility and capacity for progress and civilization, are subjects of investigation. A comparative study is made of two leading types of colonists—the Puritan in the North and the Cavalier of the South. These are compared in such points as: motives for colonization, religion, classes in England from which they came, government, education, treatment of the Indians and attitude toward slavery and labor.

Much attention is given to the rise and development of the institution of slavery and the expansion of the slave area, to the doctrine of state rights, and to the rise of the political parties and the issues upon which they are divided. Interesting discussions are had on the tariff question, money and banking, and the causes of our national progress.

The class work is based upon Channing's Student's History of the United States, with special topics and outlines prepared from the material in the library.

Civics. Two objects are kept in mind in the teaching of Civics, the one, general intelligence, so that the student of history may understand how nations and states carry on their work; the other, good citizenship, including in this term of course the civic virtues in times of peace and patriotic spirit in a nation's crises.

The work begins with local government and by synthesis and induction proceeds from town and village to the state and nation. Much time and attention are given to our double system of government, the states and the nation. It is made manifest by suggestion and illustration what matters are best cared for by the states and what affairs are best controlled by the nation, showing how in the evolution

of the American nation, local self-government has been preserved within an efficient central government.

The subjects treated are the following: Government, what it is; the town, its officers and duties; the village, city, county, their officers and proper duties; grand and petit juries, civil and criminal actions, the departments of government, legislative, executive and judicial; state constitutions, mode of adopting, the difference between the constitution of a state and its laws; and a detailed study of the Constitution of the United States.

Some practical lessons are also given in parliamentary law in which the students take part. Visits are made to the U. S. District Court, State District Court, Municipal Court, county offices, city offices, and information is there obtained at first hand upon which further instruction is based. Legal forms are observed and an attempt is made to present every subject in a concrete or practical form. One term is given to this subject and each student is required to read besides the text-book used at least one book bearing on this subject. A weekly report on current political events is given and discussed by the class.

Methods in History. In the last twenty years interest in historical study has greatly increased, and now it is an essential element in any liberal course of study. More historical reading is now required and since the discovery of the doctrine of evolution and its application to the history of nations, an entirely different method of writing history prevails. It is now considered important that the matter of history be well selected and also that the method of approach and assimilation be under careful direction that good results may follow. In addition to a comprehensive review of American history it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching history. The relation of history to chronology and geography is considered. Human and physical causes are thoroughly investigated and weighed. By the application of

the true test of the value or importance of a historic event, an attempt is made to give events their relative rank in the world's history. The entire course seeks to enrich the study of history and beget a wholesome enthusiasm in its teaching. Much reference work is done, the best authors are consulted, special topics are assigned for reports by students, lectures are given and maps are consulted. Hinsdale's "How to Study and Teach History" is the text.

BIOLOGY.

The subjects taught in this department are Zoology, Physiology and Botany. The laboratory is fitted with modern furniture, including a table around the wall with wall cases above for microscopes and reagents, and three tables through the center of the room, two divided into desks for students and the other fitted with water, gas, reagent shelves and aquarium jars. There are forty-five individual desks, each fitted with dissecting and other apparatus and protected by a Yale lock.

The laboratory is further equipped with twenty-eight compound microscopes, twenty-five of them being Leitz, stand V, fitted with two eye-pieces and two objectives, which give a power ranging from 57 to 480 diameters; one Acme No. 5, one Beck binocular, and one Leitz, stand Ia, fully equipped including a 1-12 oil immersion lens capable of giving a power of 1200 diameters. Thirty of the desks are fitted with dissecting microscopes in addition to the above.

The laboratory also has a Reeves' water bath and oven, turn tables, a large Leitz' microtome, a hand microtome, camera lucida, photomicrographic apparatus, a first-class 5x8 photographic camera, a Colt's stereopticon with etherizer and oxygen cylinders, and an injecting apparatus.

A second room is used exclusively for recitations and the third for apparatus and private work. In the apparatus room there is a dark room fitted for work in photography.

In the work of this department two points are constantly kept in view, viz: (1) to train the minds of the pupils in a



BIOLOGICAL LABORATORY.



CHEMICAL LABORATORY.

methodical way; (2) to fit the student for the profession of teaching, by giving him such a knowledge of the subject matter as is best suited to his wants in the school room. The idea that all true scientific knowledge must come through investigation and research is constantly emphasized.

Zoology. The growing demand for teachers who can teach Nature Study in the various grades has made it necessary that more attention be given to the subject of Zoology. One term's work is required in the Latin course, while in the English course two terms are required. From this fact and for the reason that it is better to do a few things well than to attempt a smattering of many, the work in this subject is planned to cover two terms, the first dealing with the invertebrates, and the second with the vertebrates. Those students who are required to take but one term can elect whichever term they desire. The student spends one period each day in the laboratory studying type forms, such as the amoeba, fresh water sponge, fresh water hydra, starfish, earth worms, crayfish, grasshoppers, clam, fish, frog, turtle, bird and mammal, and at the close of each term some time is spent in classification. Of the vertebrates the student identifies fishes, batrachians, reptiles, birds and mammals, while in the invertebrate work some insects are classified.

Colton's and Needham's Elementary Zoologies are used as laboratory guides, and Jordan's Manual of Vertebrates for work in vertebrate classification.

In addition to the laboratory work the student is required to spend two periods a week in the class room.

Parker and Haswll's Manual of Zoology is used as a general text. Frequent field excursions are made

Physiology. The new course of study provides for Physiology where it properly belongs, after the other sciences. It will hereafter be taken up in the senior year for one term and will be required in both the English and Latin courses. Martin's The Human Body, advanced course, will be used as a text, supplemented by many standard works of reference. Every effort will be put forth to make the study one of the

human body rather than of books. Students will be required to do a large amount of laboratory work in addition to the regular class work.

Botany. One term's work is required in the Latin course and two in the English. The first term will be given in the fall and the second in the spring. During the fall term the students will study chiefly the lower plants and during the spring term the higher plants will be considered. Two or more periods a week will be spent in the class room and one period each day in the laboratory. During the latter part of the spring term some systematic work will be done and each student will prepare an herbarium of fifty specimens.

For the laboratory work the students generally follow mimeographed sheets made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books on the subject, and these are constantly used by the student.

Physiography. For the present term this subject falls to the teacher in charge of Biology. One term is given to this subject in the fifth year of the courses. The work does not vary greatly from what was formerly done in Geology in the advanced course. Le Conte's Elements is used as a text. The school is well equipped with geological specimens and the surrounding bluffs afford excellent opportunities for the study of the subject. Regular field excursions are a required part of the work.

Museum. The museum is a very necessary accompaniment to the department of biology and geology as well as that of chemistry. Ours is fitted with the most approved cases, and large additions are constantly being made in the way of working specimens. The museum contains already about 300 specimens of mounted birds, besides about 600 skins, a series of the common Minnesota mammals, a collection of more than 3,000 specimens of fishes, and 1,500 rocks and minerals. Mr. W. D. Willard of the city has recently loaned to the school his valuable collection of rocks and minerals

amounting to about 600 specimens. The room devoted to museum purposes is the one formerly used as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those devoted to physics and chemistry, an arrangement which is very convenient. A large collection of very fine specimens of corals from the Philippine Islands, was recently secured through the kindness of the Minnesota Academy of Natural Science. A large collection of fishes was received from the United States Fish Commission during the past year and other additions are to be made in the near future.

PHYSICAL SCIENCE.

Physics. This subject is required of all students of the regular courses for three terms. The text-book used is Avery's School Physics. The recitation on the text is supplemented by laboratory work, Adams's Physical Laboratory Manual being used as a guide. The physical laboratory is especially equipped for quantitative work, i. e., exercises and experiments requiring accuracy in measurement and calculation. These exercises are designed to be applications of the principles given in the text-book. Illustrative experiments are performed before the class in the recitation room. In addition to the text-book and laboratory work, several theses demanding reference work are required.

The physical apparatus, as well as the chemical apparatus and supplies, are kept in the apparatus room. The school has a good supply of apparatus for demonstration purposes. The class room is provided with a demonstration table with gas and water conveniences. The apparatus for quantitative exercises has recently been materially increased, making it possible to do more and better work. The department library (in the general library) has also received valuable additions of standard reference works, while the reading table is supplied with such scientific papers as *The Popular Science Monthly*, *Science*, *Scientific American*, and *Scientific American Supplement*.

Chemistry. Excellent facilities for this study are offered by the laboratory which is finely equipped with slate-topped desks, and provided with all necessary conveniences and apparatus and reagents.

The new course of study requires Chemistry for one term in the Junior year of the English Course, but students may elect it for two more terms. The work comprises the study of General Inorganic Chemistry and Qualitative Analysis. Students experiment in the laboratory a part of the time, reciting the remainder on both the laboratory exercises and a text-book. An extended thesis on some subject is required in addition. The aim is to make the work as practical as possible so that the knowledge gained by the student may be used when he becomes a teacher.

ELEMENTARY SCIENCE.

The aim of this subject (a) to supply the future teacher with such matter as he will make use of in teaching nature study throughout the grades, (b) to give him such methods and helps as will enable him to present the matter in the most favorable and practical manner.

In this course are given the purpose and general content of Nature Study. Proper subject matter is suggested and arranged with reference to the requirements in the grade where it is to be applied. The methods employed in different grades are given. The students are required to plan and present model lessons. They also observe the work that is done in Nature Study in the Training Department, and criticise the lessons there given. Useful hints and suggestions are given for collecting and preserving illustrative material, and helpful reference books and nature readers are recommended.

Elementary Science methods are given to the Professional Classes for one term in both courses.

MATHEMATICS.

Arithmetic. One term is given to this branch of mathematics in each of the four courses. In the English and Latin courses it is studied in the Junior year; in the professional

course it comes the first year. Thus arithmetic is not taken in the Normal department until the completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the term's work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

Algebra. Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins' Elements of Algebra is the text-book used.

Geometry. Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's Geometry is the text-book in the hands of the pupils.

GEOGRAPHY.

There are few subjects of common school instruction upon which the same amount of time is spent with such disproportionate results as in the subject of Geography. The reason for this defective knowledge of the subject is due to the mistaken idea that geography is not a science, but simply a collection of unrelated facts each of which must be remembered independently, and each of which, therefore, is easily forgotten. When regarded as a science its facts are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between

physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will serve as types of further study, and they are presented in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

ENGLISH.

Grammar. The courses in English Grammar are based upon the idea that language is an historic growth. Difficult constructions are studied in the light of their origin, and, so far as possible, compared with the idioms of other languages. Students are encouraged to do independent thinking in the matter of syntax, but constant reference is made to such authorities as Maetzner, Mason, Meiklejohn, West, Whitney, Emerson and Marsh.

Advanced Grammar. In the professional classes, each student is required to trace the history of some peculiar word, such as *what*, *that* or *as*, and make a written report, accounting for all its various uses. Correcting compositions written by children in the grades, preparing outlines for lessons, skillful questioning by members of the class on points in the day's lesson, and making critical examination of text-books on grammar, are also features of the work.

Rhetoric. Two terms will be given to the study of Rhetoric and Composition. Written exercises will be required several times a week, the aim being to secure ease of expression and to confirm the student in correct habits of composition.

Students who are found to be deficient in the use of English and in power of expression are required to take a special course in composition before they will be admitted to the work of practice teaching.

LITERATURE.

The following work or its equivalent will be required of students taking the English course. Those taking the Latin course will take two terms, preferably the first and second. Pancoast's is the text book most frequently referred to.

Essayists.

Irving's "Sketch Book," particularly the Bracebridge Sketches.

Addison's "Sir Roger de Coverley Papers."

Johnson's "Rasselas."

Macaulay's "Boswell's Life of Johnson."

De Quincey's "Flight of a Tartar Tribe."

Carlyle's "Hero as Man of Letters."

Lamb's "Essays of Elia."

Emerson's "Uses of Great Men."

Poets and Novelists.

Pope's "Essay on Criticism."

Goldsmith's "Deserted Village."

Burns' "The Cotter's Saturday night," etc.

Wordsworth's "Michael," "Tintern Abbey," etc.

Byron's "Childe Harold's Pilgrimage."

Milton's "Paradise Lost."

Scott's "Talisman."

George Eliot's "Silas Marner."

Shakespeare.

The following plays and as many more as possible will be taken up:—"Julius Cæsar," "Henry IV." "Macbeth" and "Hamlet."

Literary Interpretation.

This course is designed primarily to aid in selecting and using classics in the grades. The following plan of work has been followed during the last year:

Classical Mythology:—The Iliad, Sophocles' "Antigone," Tennyson's "Tithonus" "Ulysses" and the "Lotus Eaters," stories from the Odyssey and the Aeneid.

Legends of King Arthur:—Tennyson's "Idyls of the King."

Chaucer's "Knight's Tale."

Old ballads, particularly those of the Robin Hood Cycle.

Fairy tales:—Ruskin's "King of the Golden River;" selections from Grimm and Andersen.

Stories of animals:—Mipling's "Jungle Book," Brown's "Rab and his Friends." Comparison with other animal stories, particularly those of Ernest Seton-Thompson, and David Starr Jordan.

Works dealing with external nature:—Thoreau's "Wild Apples," Burroughs' "Birds and Bees."

In addition, each member of the class has had to study and report on some one of the following short story writers, showing, where possible, how his works could be used in the class room to illustrate life in some part of the United States: Bret Harte, George W. Cable, Charles Egbert Craddock, Thomas Nelson Page, James Lane Allen, Mary E. Wilkins, Mary Hallock Foote, Owen Wister, Mary Hartwell Catherwood, Joel Chandler Harris, Ruth McEnery Stuart, Mark Twain.

LATIN.

The Latin course covers four years of daily recitation. The first year is given wholly to preparatory work, during which attention is directed also to the study of Latin derivatives. In the three following years there are read four books of Cæsar, six orations of Cicero and six books of Virgil. During the study of Cæsar and Cicero a part of the time is spent in writing idiomatic Latin prose founded on those authors.

As it is believed that these authors should be read as makers of literature rather than as illustrations of grammar, instruction is given in the various collateral lines naturally suggested—during the reading of Cæsar and Cicero, in the history of the times, and in the organization of the Roman

Army and the Roman Republic; during the reading of Virgil, in mythology and in the nature, form and examples of epic poetry.

This course prepares a student to enter the State University.

MUSIC.

During the first year of the new course one term of music is given, and a term of music methods in the third year of the course. A term of methods is offered in the Advanced Professional course and a six weeks course in music methods is in the Elementary Professional course. Instruction is given in theory and elementary harmony and includes tone work, correct breathing, distinct pronunciation and phrasing. Daily drill is given in sight reading and chorus work, attendance at the chorus period being required of the entire student body excepting those who are engaged in practice teaching.

The best methods of teaching music in the public schools are taught, with observation and practice in the subject in the Training Department under the supervision of the music teacher.

The young men's and young women's glee clubs are among the most successful and popular organizations of the school.

READING.

The course in reading aims to develop thought and the power of expression—voice work is given, and drill in gesture, in connection with physical culture. Two or three plays of Shakespeare are studied, many poems are committed to memory, and there are almost daily exercises in story telling and sight-reading.

The course in methods, while consisting largely of drill in reading, includes also the presentation of various modes of teaching beginners and foreigners to read, the discussion of supplementary reading in the different grades, and work in story-telling.

Considerable attention has been given in the past to dramatic work, and a dramatic club is to be one of the organizations of the school.

DRAWING.

Drawing is taught for its æducational and aesthetic value. The course has been planned to give the students a knowledge of all of the different lines of the subject adaptable to school work with the best methods of presentation and development.

The study of art and the literature of art has an important place in the course, the aim being to familiarize the students with the characteristics of the great art of the ancients as well as with modern masters and their pictures.

A thorough course in perspective is given, together with work in water color, pen and ink, figure drawing, out-of-door sketching, design and mechanical drawing.

For the benefit of students making a specialty of drawing opportunity is given for doing advanced work along any of these lines. During the term of teaching in the Training Department practice is given either in teaching drawing or assisting under the direct supervision of the art instructor.

Kindergarten Training Course.

The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced professional course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten this course includes all the work in psychology, child-study, history of education, music and drawing given in the normal school. It also includes the same amount of



SOUTH KINDERGARTEN ROOM.



LAWN FROM THE NORTH.

practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children whether in the capacity of kindergartner or as regular teacher. The rapidly increasing demand for kindergartners and for primary teachers with a kindergarten training seems likely to make this department a very popular one.

The requirements for admission are the same as for the regular professional course. Graduates of the professional course may complete the work in a shorter time than those without normal training. The tuition is ten dollars per term. The course of study is as follows:

Junior Year.

Psychology, two terms.
History of Education, one term.
Drawing, one term.
Music, two terms.

Froebel's "Mother Play," three terms.
Hughes' "Froebel's Educational Laws," three terms.
Gifts and Occupations, three terms,
Physical Culture, three terms.
Music, (special study of children's songs,) one term.

Senior Year.

Psychology, one term.
Child Study, one term.
Drawing, one term.

"Education of Man," three terms.
"Symbolic Education," three terms.
Physical Culture, three terms.
Study of Games and Stories, three terms.
Music.

The work of the Senior year also includes the careful reading of a number of books and of selected articles from magazines.

Those who pursue this course recite with the advanced professional classes in the normal department in Psychology, History of Education, Drawing and Music in the Junior year and in Psychology, Child Study and Drawing in the Senior year, and will devote the remainder of the morning session to observation or practice in the kindergarten or primary grades. Classes in the other subjects mentioned are conducted in the afternoon and are so arranged as to occupy about five hours of the student's time each week.

GENERAL INFORMATION.

THE LIBRARY.

Two spacious and well lighted rooms, united by an archway, tastefully decorated and furnished, afford admirable accommodations for the growing Library now numbering more than 5,000 volumes. These include the reference books usually found in a well-equipped library, works in the various departments included in the courses of study carefully selected to meet the daily needs of the students, and a good supply of the works of the leading writers of the past and the present.

The library is a very important factor in the work of the school. By the topical method of study, which is generally used in the several departments of instruction, the student is trained, under the supervision and with the assistance of an experienced librarian, to know and use books. About eight hundred volumes were added to the library during the past year. Students have free access to the shelves.

The Library contains on its reading table a good selection of periodical literature both professional and general. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for those who are to become successful teachers.

LITERARY SOCIETY.

The young men of the school have maintained for several years a debating club which has been very helpful in training its members in debating and parliamentary rules. During the present year it has taken the form of a political convention, and it is expected that it will be organized as a Senate next year.

RELIGIOUS INFLUENCE.

Students are expected to be present at the opening devotional exercises of each morning, and to attend on the Sabbath the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday Schools. Besides this, flourishing branch organizations of the Young Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit, are asked from all. Those who are indisposed to respect its regulations are not desired in the school. It is not a reformatory institution, and is not dependent upon tuition fees or personal favor for support. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department, provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of ten dollars per term in advance, one-half payable at the beginning and the other at the middle of the term.

The price of board, including furnished room, light and

fuel, is from \$2.50 to \$3.00 per week. Those desiring to board themselves can obtain rooms at very reasonable rates, and the expenses of such would probably not exceed \$1.50 per week. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship. By boarding in clubs, expenses may be reduced to two dollars per week or less, and this plan is recommended to those who find the price of ordinary board beyond their means. A special effort is made at the opening of each school year to aid students in the formation of boarding clubs. New students on arriving in this city should come directly to the office of the President where they will be furnished with a list of the boarding houses, rooms and club organizations, from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$1.50 to \$3.00 per month according to size, location, conveniences, etc. Furnished rooms cost from \$2.00 to \$5.00 per month, according to location and excellence. As prices correspond to widely varying conditions the question so often asked by letter, "What will be the cost of a room?" is one difficult to answer. Perhaps the prevailing price paid by students for unfurnished rooms may be placed at \$1.50 to \$2.50 per month and for furnished \$2.00 to \$4.00 per month.

In accordance with a resolution adopted by the State Normal Board, all necessary text-books can be rented from the school. The fee is \$1.00 per term, which also insures the privileges of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text-books as they may happen to have. Those who prefer to purchase the text-books can obtain them at the school at the lowest wholesale cost price.

In the Training Department the tuition is twenty cents per week in the Primary grades, twenty-five cents in the In-

intermediate, thirty cents in the regular Grammar, and forty cents in the Ninth Grade. In each grade all needed textbooks are furnished, for which there is a rental fee of twenty-five cents per term in the Intermediate, thirty-five cents per term in the Seventh and Eight Grades, and seventy-five cents per term in the Ninth Grade. Books are free in all other grades.

THE MANKATONIAN.

THE MANKATONIAN is an illustrated monthly magazine, published by the students of the Normal School. It reflects the life of the school and is well sustained.

LECTURE COURSE.

A first-class popular lecture course under the management of a joint committee of business men and members of the faculty has been successfully conducted for several years. The lectures and concerts are given in the Opera House and are selected carefully with a view to giving citizens and students the highest class of oratory and music at very reasonable rates. The course for the past year included the following: General J. B. Gordon, John Temple Graves, Dr. P. S. Henson, Frank Beard, The Max Bendix Concert Co., and the Mozart Symphony Co.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds failed, works of art were selected as souvenirs. The following is the list of them since 1889.

The class of that year presented an urn, carved from Mankato limestone, which has since occupied a position upon the lawn in front of the building.

The class of 1890 presented a large and beautiful etching which has since then adorned the Library.

The class of 1891 left a library clock.

The "Columbia" class of 1892 presented to the school a large silk flag, suitably inscribed, which is draped in the rear of the stage.

The class of 1893 presented a plaster of paris statue of Minerva, of heroic size, which occupies a corner of the Assembly room at the left of the stage.

The class of 1895, following the example of that of 1893, left two memorial statues, one of Hebe, of somewhat smaller than life size, and the other of Winged Victory. The Hebe occupies the corner of the Assembly Room at the right of the stage. The Victory is upon a bracket above the rear center of the same.

Three statues of heroic size were presented to the school by the succeeding classes,—Apollo Belvedere by the class of 1896, Venus of Milo by the class of 1897, and Diana and the Stag of the class of 1898.

The class of 1899, instead of leaving a separate memorial, joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing. This bust was modeled by Miss Isabel Moore Kimball of New York. It was unveiled in October, 1899, the address of the occasion being delivered by Judge M. J. Severance, of Mankato.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal School validity as certificates of qualification to teach in any of the common schools of the State under the following provisions, viz:

(1) A diploma of one of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it



ASSEMBLY ROOM.



MAIN HALL.

was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diplomas of the Elementary Course a State certificate for five years, and the diploma of the Advanced Course a State certificate for life.

CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of one dollar. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all of the presidents acting as a Board of Review.

(3) Under a recent ruling of the State Normal Board the two years of service required must have been rendered in the public schools of Minnesota. Service outside of the State cannot be counted.

(4) Graduates who have already completed two years of service in the public schools of Minnesota and are still teaching may make application at once for endorsement. Blank forms for such application will be sent on request.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Direct to the school only those who have sound health and good mental endowments.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers, whether graduates of this or other schools.

Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry will receive prompt attention.

Catalogue and circulars sent free on application.

CHARLES H. COOPER, President.

Mankato, Minn.

Students--1899-1900.

NORMAL DEPARTMENT.

Advanced Courses.

SENIOR CLASS.

Paul Arthur Callaghan,	Sundown.
August Christian Dahl,	New Ulm.
Jennie Caspara Ekle,	Mankato.
Edmund Franklin,	Winnebago City.
Nelson Amasa Frost,	Mankato.
Jane B. Gould,	St. Paul.
Arthur Delonson Griffin,	LaMoure, N. D.
Ella Frances Hodson,	Mankato.
Hattie Louise Hoffman,	Chaska.
Effie Bertha Johnson,	Carver.
Hiram John Lloyd,	Lake Crystal.
Stella May Lumley,	Renville.
Anna Elizabeth Morris,	Mankato.
Hans Martin Olson,	Belview.
Ina Lucretia Roberts,	Mankato.
Laura Bertha Schneider,	New Richland.

SENIOR PROFESSIONAL CLASS.

Ezra Eugene Chadwick,	Waterville.
Grace Eleanor Comstock, A. B.,	Mankato.
Effie May Fassett,	Luverne.
Bertha Meria Graham,	Good Thunder.
Ida Louise Hansen,	Waseca.
Louise Cecilia Hoefer,	St. Peter.

Josephine Alice Homan,	Minneapolis.
Joseph Ephraim Lunn,	Sioux Falls, S. D.
Merton Allstine Morse,	Mankato.
Julia Josephine O'Connor,	St. Paul.
Hilma Charlotte Olson,	Westby, Wisconsin.
Anna Kathryn Remele,	Evan.
Vivian Ross Robison,	Windom.
Minnie Maurine Thompson,	Faribault.
Georgia Alice Turner,	Minneapolis.
Rosslyn Maude Weaver,	Minneapolis.
Dora M ay Wilson,	Owatonna.

JUNIOR CLASS.

Otto Albert Drews,	Gibbon.
Mary Helga Forsberg,	Mankato.
Herman William Froehlich,	St. Clair.
Edward Gugisberg,	Gibbon.
Sarah Edith Hoagland,	Tivoli,
Hannah Cathrine Mulqueen,	Hutchinson.
Mabel Irene Newton,	Mankato.
Florence Virginia Odjard,	Mankato.
Holger Pedersen,	Tyler.
Svend Sigurd Pedersen,	Tyler.
Guy Rutherford Robinson,	Vernon Center
Lillian Myrtle Smith	Mankato.
Eliza Ermina Tenney,	Mankato.
Dora Hall Young,	Mankato.

JUNIOR PROFESSIONAL CLASS.

Bonnie Florence Andrews,	New Ulm.
Eva Cecilia Mary Boegen,	Mankato.
Isabella Farrington Boyd,	St. Paul.
Bertha Julia Bradley,	LeSueur.
Grace Brewster,	Mankato.
Jessie Jane Cartwright,	Mankato.
Caroline Louise Christman,	New Ulm.

Mary Frances Cook,	Blue Earth.
Alma Beatrice Cragun,	Mankato.
Margaret Davis,	Mankato.
Ruth McCurdy Dyer,	Windom,
Mamie Concordia Ericson,	Arlington.
Edna Almira Gates,	Mankato.
Ida May Geske,	Renville.
Frances Ella Hill,	Albert Lea.
Winifred Mae Lawrence,	Minneapolis.
Minnie Sophia Leavitt,	Eden Valley.
Mary Louise Mansfield,	Mankato.
Edwin Barnett Marvin,	Redwood Falls.
Louise Marie Meile,	New Ulm.
Adelia Clemmentine Monson,	Albert Lea.
Mary Mooney,	Minneapolis.
Alice Nichols,	Everett, Wash.
Lalla Osmundson,	Appleton.
Florence Aileen Pond,	Brookings, S. D.
Emma Scheiderich,	New Ulm.
Montie M. Sutton,	Winnebago City.
Frances Wells,	Mankato.
Josephine Cutter Woolson,	Windom.

KINDERGARTEN TRAINING CLASS.

Second Year.

Josephine May Edwards,	Tracy.
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First Year.

Ella Bernita Booth,	Excelsior.
Hattie Roxana Gilmore.	Mapleton.
Mary Edith Horr,	Northfield.
Florence Estelle Kelsey,	Northfield.
Nellie Marie Lowrey,	Owatonna.
Edith Marie Pinney,	Mankato.

A ADVANCED CLASS

Alberta Mae Ackerman,	Stanton.
Thomas Daniel Daley,	Marysburg.
Marie Lena Gjertsen,	Madelia.
Axel Robert Holmberg,	Beardsley.
Bertha Ernestine Holt,	Delhi.
Nora Howat,	Minneapolis.
Roy Inbody,	Nevinville, Iowa.
Agatha Amesta Murphy,	Garden City.
Pearl Evelyn Murphy,	Mankato.
John R. O'Meara,	Glencoe.
Mildred Rachel Nelson,	Waverly.
Lillian Paff.	Kasota.
Edward Stuart Parker,	Garden City.
Nettie Orella Wells,	Mankato.
Hervey Dennis Woodard,	Huntley.

B ADVANCED CLASS.

Albertine M. Andrews,	Mankato.
Meta Emilia Bangarter,	Mankato.
Howard William Bateman,	Belle Plaine.
Anna M. Beatty,	Mankato.
Maggie I. Buckles,	Garden City.
Elvena Maria Christianson,	Linden.
Addah Meade Coffin,	Ottawa.
Ivy Irene Davidson,	Cream.
William Henry Detamore,	Good Thunder.
Mamie Anna Fanning,	Mankato.
Otto Austin Flom,	Delhi.
Sadie Marguerite Giblin,	Mankato.
Mary Gilbride,	Madison Lake.
Maud Edna Holman,	Mankato.
Jessie Bell Irving,	Mankato.
Nellie Pearl Jacobson	Mankato.
Agnes Louretto Keating,	Assumption.
Lucy Kelly,	Mankato.

Walter Roy Kelly,
 Harland E. King,
 Margarat Anna McCall,
 Wayne H. May,
 Otto M. Mickelson,
 Clara Belle Miller,
 Cathryn Florence Mooney,
 Irene Murphy,
 Marie Migonette Murphy,
 Agnes Elizabeth Murray,
 Alex A. Olson,
 Ansgar Pedersen,
 Huldah Amelia Peterson,
 Florence F. Pine,
 Susie G. Pine,
 Esther Powell,
 Bessie Luvergn Preston,
 Zena Syverina Rasmussen,
 Frank Sanberg,
 Simon Solie,
 Petra Olivia Sundt,
 Inez Lily Tidland,
 Elizabeth Daisy Waddell,
 Cecilia Grace Williams,

Mankato.
 Welcome.
 Mankato.
 Cologne.
 Mankato.
 Winnebago City.
 Good Thunder.
 Garden City.
 Garden City.
 Hammond.
 Lime Grove, Neb.
 Tyler.
 Sherburn.
 Greenland.
 Greenland.
 Kasota.
 Mankato.
 Linden.
 Blakeley.
 Delavan.
 Mankato.
 Mankato.
 Mankato.
 Mankato.

FIRST YEAR CLASS.

Albertine Anderson,
 Hannah Anderson,
 Henry Roy Ashworth.
 Josephine A. Baaron,
 Jessie Reno Burbank,
 Roy Webster Chadwick,
 May Chamberlin,
 Eva Ottie Cheney,
 Florence Winifred Cheshire,
 Robert N. Chord,
 Maude Cleveland,

Mankato.
 Porter.
 Mankato.
 Mankato.
 Windom.
 Waterville.
 Good Thunder.
 Rapidan.
 Walnut Grove.
 Mankato.
 Northfield.

Ethel Elaine Dyer,	Windom.
Marion Clyde Dyer,	Windom.
Ethel Leona Fairchild,	Garden City.
Ellen Tomine Fering,	Lamberton.
Arthur H. Fletcher,	Mankato.
John Glyndon Garrett,	Boonville, Mo.
Nellie Florence Harriman,	Mapleton.
Lulu Edith Hodson,	Mankato.
Lois Alzina Huntley,	Lexington.
Catherine Eva Judge,	Shieldsville.
William Francis Kerns,	Long Prairie.
Ralph W. Kerns,	Long Prairie.
Sophia D. Kunze,	Sleepy Eye.
Vesta Littlejohn,	Cleveland.
Olaf Lohnbakken,	Hanska.
Susan Mallery,	Amboy.
James Robert Morris,	Mankato.
John Andreas Ness,	Hector.
Michael A. Neudecker,	Morgan.
Emma Amelia Olson,	Mankato.
Enga Pauline Olson,	Mankato.
Nettie Pearl Osgood,	South Bend.
Sophia Peterson,	Odin.
Effie Adella Rasdall,	St. Clair.
Edward Daniel Schoffman,	Morgan.
Florence Elizabeth Sheldon,	Mankato.
Ruby E. Simonds,	Clinton, Tennessee.
Eva Mattie Stout,	Hurley, S. Dak.
Julia Jane Thayer,	Mankato.
Fannie Florence Tuttle,	Mankato.
Herman R. Voigt,	Bellingham.
Bessie Robinson Wallace,	Minneapolis.
Anna Gertrude White,	Lexington.
Mamie Floy Wood,	Delavan.
Charlotte Annie Wynn,	Minneapolis.

Elementary Courses.

ELEMENTARY PROFESSIONAL CLASS.

Augusta Jane Ash,	Greenland.
Mary Eliza Ash,	Greenland.
Lillian Becksted,	Northfield.
Pearl Boehmer,	Mankato.
Hilda Josephine Brown,	Jackson.
Mary Catherine Cahill,	Janesville.
Grace Agatha Cantwell,	LeSueur,
Martha Winifred Cartwright,	Mankato.
Mary A. Chapman,	Eagle Lake.
Mae Victoria Chilgren,	Norseland.
Sylvia Mae Clemons,	Janesville.
Cora Belle Craig,	Tracy.
Harriet J. Crowe,	Jackson.
Kathryn Deutsch,	Flandreau, S. D.
Myrtle Hope Elliott,	Marshall.
Helen Blanche Fryberger,	Minneapolis.
Ida Melinda Gongoll,	Faribault.
Ethelyn Wilson Hall,	Janesville.
Alma Sophia Hanson,	Mankato.
Julia Belle Hovel,	Petersburg.
Alsetta May Hubbard,	Janesville.
Maude Edna Hulbert,	Wells.
Margaret May Hunter,	Northfield.
Bessie A. Jamieson,	Rapidan.
Anna Kathryn Johnson,	Mankato.
Rose E. Jost,	Mankato.
Nellie Eunice Kee,	Janesville.
Sophie Emily Landmark,	Canby.
Nellie Ora Lane,	Alden.
Charles Samuel Lunn,	Sioux Falls, S. D.
Dorothy McCulloch,	Northfield.
Mary Esther Maranville,	Janesville.

Hattie Nina Maranville,	Janesville.
Matie Margaret Moonan,	Janesville.
Mary Peter,	Faribault.
Ella Schildknecht,	Mankato.
Mary Teresa Walsh,	Albert Lea.
Harriet Weir,	Minneapolis.
Mary Louella Willard,	Mankato.
Clara Wilson,	Redwood Falls.
Clara Isabel Wyman,	Dundas.

A ELEMENTARY CLASS.

Mildred Ager,	Worthington.
Lillian Louise Anderson,	Smith Mill.
Mary Louise Anderson,	Mankato.
Mabel Blanche Bathen,	Fulda.
Josiah Leonard Bennett,	Eagle Lake.
Nettie Benson,	Willmar.
Ella Billington,	Canby.
Martha Reynolds Bohan,	Mankato.
Jane Bottomley	Nashville Center.
Theodore Olaf Braafladt,	Belview.
Mabel Blanche Bromaghim,	Alma City.
Kathleen M. Brosnan,	Mankato.
Amy Eliza Burnham,	Delavan.
Alice Elizabeth Burns,	Mapleton.
Bertha Calista Byington,	Walnut Grove.
Anna Elizabeth Cary,	Mapleton.
Mary Cary,	Mapleton.
Helen E. Champlin,	Vernon Center.
Harriet Emma Cooley,	Tyndall, S. D.
Clifford Harley Crowe,	Smith Mill.
Lillian Dahl,	Minneota.
Grace Edna Dane,	Cream.
Maude Rose Davis,	Ceresco.
Myrtle Irene Donaldson,	Dundas.
Esther M. Englund,	Jordan.
Minnie Fleming,	Garden City.

Kathrine Flynn,
Carrie Estelle Fowles,
Margaret Fryberger,
Clara Elizabeth Gerlich,
Nettie Jane Gilmore,
Mina Goodwin,
Thomas Alexander Haigh,
Mathilda M. Hammarlund,
Frances Hammer,
Hilda Hammer,
Emma Agnes Harriman,
Marie Hauer,
Mathilda Hendrickson,
Mabel Hill,
Mabel Clair Hydorn,
Inger Carolina Jerdee,
Augusta Johnson,
Josephine Elaine Johnson,
Josep ine Lena Johnson,
Sarah Josephine Johnson,
Frank Kenny,
Flora Irvin Kyle,
Carrie Larson,
Susan Ledbeter,
Eva L. Lowe,
Frances McBride,
Kate Agnes McGrath,
Jessie Pearl Mills,
Zilpha Pearl Moses,
M. Celia Mountain,
Myrtle Mae Naylor,
Doris Iris Nixon,
Gertrude Mae Nutter,
Ida L. Odjard,
Lydianna Jorgine Olsen,
Marie Ouren,
Bertha Sigurborg Paine,

Avoca.
Mankato.
Minneapolis.
Mankato.
Lake Crystal.
Minneapolis.
Mankato.
Carver.
Mountain Lake.
Mountain Lake.
Mapleton.
Mankato.
Sacred Heart.
Mankato.
Cream.
Gary, S. D.
Wilbert.
Redwood Falls.
Carver.
Carver.
Gotha.
Allerton.
Cream.
Minnesota Lake.
Delavan.
Lake Washington.
Faribault.
Mankato.
Kasota.
Good Thunder.
Garden City.
Mankato.
Mankato.
Mankato.
Belview.
Hanska.
Minneapolis.

Nellie Mae Pettis,	Renville.
Florence Endora Pierce,	St. Paul.
Effie Lillian Pryne,	Fauston, S. D.
*Emmett Rowland,	Houston.
Ida May Schneider,	New Richland.
Clara Ella Setzer,	Blooming Prairie.
Winnie Irene Sheldon,	Etna.
Gertrude Sherman,	Wells.
Anna Smythe Simpson,	Center Chain.
Henry Joseph Smith,	Marysburg.
Elizabeth Reid Stevens,	Good Thunder.
Margaret Stratton,	Belle Plaine.
Cora Clarinda Taber,	Madison Lake.
Edyth Taylor,	Mankato.
Lillian Blanche Taylor,	Wells.
Pearl Wilmot,	Mankato.
Ethel H. Wilsie,	Grand Meadow.
Bertha Elizabeth Wood,	Mankato.
Benjamin Nathaniel Zieske,	Courtland.

B ELEMENTARY CLASS.

Della Anderson,	Brenner.
Clara Matilda Baarson,	Mankato.
Johannah Oline Baker,	Kenyon.
Clarissa Elizabeth Bartel,	Kasson.
Laura Baumhoefener,	Young America.
Harriet Eugenia Bossuet,	Kasota.
Ida Helen Braafladt,	Belview.
Louise Engeborg Braafladt,	Belview.
Catherine Mary Byrne,	Kilkenny.
Leo John Carney,	Mankato.
Isabelle Christensen,	Mankato.
Bessie Compton,	Grovelake.
Daniel Webster Davis,	Courtland.
Amelia Donaldson,	South Bend.

*Deceased.

Katherine Dougherty,
Mary Ellen Fitzgerald,
Rose Marie Foley,
Myrtle G. French,
Lucy Marcella Gainer,
Helen Frances Grannis,
Margaret Griffiths,
Mary Griffiths,
Carrie Gurine Guddal,
Clara Gunderson,
Martin Ludvig Halvorson,
Gina Syverine Hansen,
Ellen E. Heimark,
Harriet C. Hoverson,
Grace Celestia Hurd,
Fannie Virginia Jacobs,
Emil Alvin Jacobson,
Annie Mae Jerdee,
Hannah Louise Jorstad,
Patrick Kennedy,
Lydia Krienke,
Lotta Alvida Larson,
Emma Mathilda Larson,
Birdie Loughrey,
Mary Ella Lowe,
Margaret Elnora McCall,
Katherine McCarty,
Augusta Helen McGonagle,
Maud Mace,
Olive May Mather,
Clyde L. May,
Earl Ray Mills,
Minnie Amelia Nelson,
Michael Harry O'Brien,
Charles E. Olson,
Didrick John Olson,
James Kris Parker,

Mankato.
Mankato.
Cream.
Mankato.
Good Thunder.
Vernon Center.
Ottawa.
Ottawa.
Little Cobb.
Mankato.
Wanamingo.
Skjold, S. Dak.
Clarkfield.
Cream.
Mankato.
Madison.
Mankato.
Gary, S. Dak.
Kenyon.
Prior Lake.
Osseo.
Sherburn.
North Mankato.
Mankato.
Mankato.
Mankato.
Good Thunder.
Waseca.
Beauford.
Madelia.
Cologne.
Garden City.
Kasota.
LeSueur.
Mankato.
Belview.
Garden City.

Mary Belle Pettis,	Lake Washington.
Frances Louise Powell,	Kasota.
Maggie May Quinn,	Mankato.
Clara Catherine Rosenberg,	Mankato.
Chris Rosenmeier,	Lake Lillian.
Bertha Fredericka Sandstrom,	Rapidan.
Dora Schram,	Minneota.
Nellie Mae Sheldon,	Mankato.
Margaret Slater,	Albert Lea.
Mary A. Swanson,	Carver.
Tena Tollefson,	Mankato.
Martin George Vikla,	Wesely.
James Thompson Watts,	Mankato.
Harriette Marlowe Webb,	Dawson.
Adah Louella Wheeldon,	Logansport, Ind.
Mayme Yeoman,	Granite Falls.

SPECIAL STUDENTS.

Bertha Bachman,	Faribault.
Ella Matilda Benson,	Northfield.
Carrie Sophia Christensen,	St. James.
Lucy Alberta Clark,	Kellogg.
Alice Dadie,	Northwood.
Ida M. Fields,	Cream.
Edward Ambrose Finn,	Cleveland.
Hattie A. Freeman,	Dundas.
Edna Galt,	Myrtle.
Julia George Garrett,	Mankato.
Corry Henry Goodrich,	Mankato.
Agnes Green,	Ruthton.
Abram J. Harder,	Butterfield.
Charles William Horton,	Hoffman.
Mary McArthur,	Elmore.
Fred Marschner,	New Ulm.
Anna R. Norton,	Alden.
Catherine Ann Norton,	St. Mary.
Oscar J. Olsen,	Mankato.

Cora Patience Paine,
Charles Alfred Peterson,
Ida Irene Records,
Katherine Reilly,
Mary Veronica Rourke,
Nellie Rowena Rouse,
Guy Elmer Shaver,
Rose E. Sheran,
Florence May Smith,
John Martin Villars,
Martha Weir,
Edith N. Winch,

Worthington.
Sherburn.
Sherburn.
Green Isle.
Beaver Falls.
Lakefield.
Lake Park, Iowa.
New Richland.
Mankato.
Garnes.
Rapidan Mills.
Mankato.

TRAINING DEPARTMENT.

Grammar Department.

A NINTH GRADE.

Agnes Abels.	Fern McGraw.
Sarah Anderson.	Mildred McGraw.
Mary Austin.	Lelia Moses.
Jennie Davies.	Julia O'Brien.
Lora Foster.	Casper Olson.
Margaret Haigh.	Blanche Skipton.
Mary Harris.	Anastasia Smith.
Emma Hopkins.	Mamie Thayer.
Robin Howard.	Alfred Thompson.
Ida Jacobson.	Jessie Thompson.
George Johnson.	Martha Thorson.
Sarah Johnson.	Richard Wagner.
Mary Long.	Minnie Zemke.
Lena Loven.	

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B NINTH GRADE.

Mabel Anderson.	Edwin Plantikow.
Edna Cain	Ellen Rolf.
Alma Chilgren.	Sadie Schmidt.
Barbara Halvorset.	Magdalen Schwartz.
John Hennessey.	Anna Swanson.
Harvey Hoffman.	Ethel Walrath.
Minnie Lang.	Ora Whitcomb.
Willie McGuckin.	

15,

EIGHTH GRADE.

May Abels.	Lena Jensen.
Harry Allen.	Charlie Johnson.
Alma Anderson.	Lydia Johnson.
Sylvia Braunlich.	Elizabeth Jones.
Roy Brooks.	Doris Little.
Albert Burns.	Leon Little.
Archie Burrill.	Erik Lindman.
Cora Byington.	Richard Lloyd.
George Daley.	Mathilda Madson.
George DeRushia	Albon Man.
Virginia Doherty.	Louise Man.
Pearl Eaton.	Charles Marvin.
Ray Eaton.	Bessie Mastin.
Anna Engel.	Edith McDuffee.
Adaline Farisy.	Ward Miller.
Lizzie Fields.	Florence Newton.
Clara Fitzgerald.	John O'Brien.
Henry Freisen.	Anna Olson.
Nellie Gill.	Anna Polchow.
Mabel Glenn.	Blanche Polley.
Guy Grant.	Joseph Pryce.
Nellie Grant.	Minnie Rendall.
Ethel Gregg.	Griff Roberts.
Clarence Griffith.	Arthur Saylor.
Mabel Haynes.	Daisy Severance.
Lillian Heinze.	Alex Swanson.
Nellie Hinton.	Eugene Taylor.
Viola Hodson.	Nellie Vaughan.

SEVENTH GRADE.

Anna Berentson.	Ada Mosher.
Julia Christensen.	Cora Mullen.
Ruth Coffin.	Mary Newton.
Harriett Daniels.	John Oster.

Grace Edwards.	Hannah Quist.
Mae Farr.	Edward Randig.
George Graeber.	Anna Robel.
Carolyne Hottinger.	Loretta Russell.
Bartlett Jackson.	Frank Sheehan.
Jerry Kimpel.	Gertrude Steward.
Tracie Kranz.	Charlie Thayer.
Ernst Kuehne.	Opal Wilson.
Leo Linder.	Edward Wyman.
Laura Mallin.	Mabelle Zwight.

 28.

 Total, 126.

Intermediate Department.

SUB-SEVENTH GRADE.

Rosa Bean.	Henry Meaney.
Georgia Cluxton.	Mabel Moore.
Elsie Crisp.	Bessie Northrup.
Henry Dougherty.	Goldie Orando.
Mabel Freundl.	Albert Pederson.
George Grabowenski.	Faye Peart.
Edith Grannis.	Leonard Schneiderhan.
Esther Hubbard.	Julia Selleneit.
Ida Klages.	Olive Thayer.
Stacy Long.	Verne Walrath.
Martin Matteason.	

 21.

SIXTH GRADE.

Ada Anderson.	Alma Linder.
Ethel Abels.	Bessie Lloyd.
Guy Barnard.	Agnes Meagher.
Bertie Baker.	Carl Mead.
Stephen Burns.	Ernest Milnor.
Edith Colson.	Florence Peterson.
Loretta Daley.	Edyth Richards.
Henry Ellingson.	Thomas Steward.
Robert Harris.	Charley Thomas.
Mantey Hoffman.	Ella Voss.
Martin Jorgenson.	William Wittmers.
Anna Knudson.	Merrill Walrath.
Elizabeth Kuehne.	

 25.
A FIFTH GRADE.

Helen Austin.	Mattie Johnson.
Esther Dougherty.	Jay Long.
FrankENZ.	Harris Nelson.
Alick Ekle.	Alfred Olson.
Cora Foss.	Grover Ore.
Harry Halstead.	Violet Root.
Edwin Howard.	Paul Summers.
Carl Jacobson.	Gertrude Waddell.

 16.
B FIFTH GRADE.

Nellie Bradshaw.	Mary Kane.
Margaret Cooper.	Cora Linder.
Jessie Daniels.	Margaret Lloyd.
Ella Gustafson.	Grant Morrison.
Adolph Holman.	Ruth Palmer.
Clara Holt.	Marie Tollefson.
Eddie Jeffers.	Oren Thayer.

 14.

FOURTH GRADE.

Merrill Benjamin.	Peter Nelson.
James Baker.	Eva Ore.
Ruth Bradley.	Harry Peterson.
Clayton Dunn.	Mildred Robinson.
Roy Enz.	Elvira Roust.
Felix Freeman,	Marguerite Scott.
Harvey Jewson.	Phœnie Thayer.
Reuben Matteason.	Helmuth Voss.
Nels Nelson.	

	<u>17.</u>
Total,	<u>93.</u>

Primary Department.

PRIMARY FOURTH GRADE.

Hiram Doty.	George Read.
Ethel Dunn.	Kenneth Read.
Albert Hibbard.	Walter Sanborn.
Joseph Mulligan.	Henry Spicer.
Chester Nelson.	Dayton Williams.
Alberta Noe.	Leland Wilson.
Frank Raymore.	Ray Winter.

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THIRD GRADE.

Carl Bean.	Blanche Russell.
Olive Gerstenhauer.	Philip Schweickhard.
Bennett Hendrickson.	Elmer Scullen.

Harvey Hinton.
 Esther Jones.
 Jabez Lloyd.
 Sarah Mulligan.
 Edgar Norman.
 Marion Raymore.

Cyril Spicer.
 Frank Thayer.
 Bertie Wells.
 Ruth Williams.
 Louise Williams.

 17.

SECOND GRADE.

Maud Barnes.
 Philip Comstock.
 Warren Cox.
 Louis Doty.
 Amy Edmands.
 Katharine Foster.
 Esther Gerstenhauer.
 Sumner Grannis.
 Theodore Heggerness.

Tora Hendrickson.
 Agnes Matteason.
 Malcolm Morehart.
 Ada Newhouse.
 Dean Schweickhard.
 Frank Smith.
 Lucile Summers.
 Selmer Thorsness.
 Elmer Thorsness.

 18.

FIRST GRADE.

Ruth Austin.
 Fred Bean.
 Marion Beattie.
 Mildred Clements.
 Goldie Dane.
 Katie Doty.
 Andrew Dunn.
 Hazel Edwards.
 Olwin Evans.
 Paul Hoerr.
 Louise Koke.

Daisy Laven.
 Ruth Morrow.
 Walter Nelson.
 Chester Norman.
 Alfred Olmsted.
 Harold Spicer.
 Stephen Taylor.
 Ethel Thayer.
 Hugh Wilcox.
 Gertrude Yale.

 21.

INFORMAL CLASS.

Harold Albrandt.	Harry Read.
Fay Carter.	Winfield Smith.
Reuben Claus.	Cecil Snow.
Cyril Clements.	Freda Stedman.
Elsie Haney.	Marie Sterns.
Ethel Hughes.	Philip Taylor.
Bernice Morrow.	Dorothy Webster.
Velta Peterson.	Wheaton Williams.

 16.

 Total, 86.

 Kindergarten Department.

Harold Albrant.	Kathleen Moore.
Beulah Beckler.	Clayton Moore.
Harold Benidict.	Bernice Morrow.
Dorothy Birdsell.	Sarah Nelson.
Lawrence Boeness.	Harold Northrop.
Katheryn Brown.	Marvin Northrop.
Harold Brooks.	Mary Ostor.
Ada Bowe.	Minnie Pass.
Emmit Bowe.	Mary Pettit.
Fay Carter.	Marie Pfeffer.
Cyril Clements.	Clarence Pond.
Gertrude Clements.	Harry Reed.
Robert Cooper.	Alva Riley.
Ruth Cook.	Ruth Rising.
Helen Craig.	John Robinson.
Ruby Curryer.	Bennie Robinson.
Blodwen Evans.	Ellis Schweichart,
Irene Fresholtz.	Clark Stedman.

Mildred Fritz.
Marian Gerstenhauer.
Gladys Hanna.
Doris Hanna.
Elsie Haney.
Marion Haney.
Earnest Herrig.
Clarence Hinton.
Marjorie Hinton.
Helen Hobart.
Ethel Hughes.
Emmie Hughes.
Agnes Janda.
Katie Janda.
Fanny Jones.
Margaret Jones.
Helen Laven.
Horace Lampert.
James Lamm.
Clifford Lang.

Hazel Stewart.
Marie Stern.
Francisca Smith.
Winfield Smith.
Cecil Snow.
Margaret Swan.
Phillip Taylor.
Ethel Thayer.
Hortense Thomas.
Ralph Town.
Dorothy Webster.
Maurice Wheeler.
Harold Willard.
Dorothy Williams.
Wheaton Williams.
Edward Wise.
Cyril Wright.
Florence Wright.
Colin Yale.
Gertrude Yale.

Summary.

NORMAL DEPARTMENT.

Senior Class,	-	-	-	-	-	16
Senior Professional Class,	-	-	-	-	-	17
Junior Class,	-	-	-	-	-	14
Junior Professional Class,	-	-	-	-	-	29
Kindergarten Training Classes,	-	-	-	-	-	7
A Advanced Class,	-	-	-	-	-	15
B Advanced Class,	-	-	-	-	-	42
First Year Class,	-	-	-	-	-	46
Total in Advanced Courses,	-	-	-	-	-	186
Elementary Professional Class,	-	-	-	-	-	41
A Elementary Class,	-	-	-	-	-	82
B Elementary Class,	-	-	-	-	-	67
Total in Elementary Courses,	-	-	-	-	-	190
Special Students,	-	-	-	-	-	31
Total in Normal Department,	-	-	-	-	-	407

TRAINING DEPARTMENT.

Grammar Grades,	-	-	-	-	-	126
Intermediate Grades,	-	-	-	-	-	93
Primary Grades,	-	-	-	-	-	86
Kindergarten,	-	-	-	-	-	76
						381
Counted twice,	-	-	-	-	-	13
Total in Training Department,	-	-	-	-	-	368
Total Enrollment in Normal and Training Departments,	-	-	-	-	-	775



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